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ABSTRACT

The Henry Barnard Child Care Center was established on the Rhode Island College campus to achieve the following main objectives: (a) to provide a comprehensive quality day care program for young children, (b) to serve as a model and resource for existing day care centers within the state, and (c) to provide specifically designed laboratory experiences for undergraduate and graduate students preparing for careers in early childhood education. The center operates on a calendar year identical with that of the campus laboratory school. The permanent staff consists of two full-time professionals with one delegated as head teacher. A partial listing of ancillary personnel indigenous to the school who provide services to the center include the nurse, librarian, counselor, and resource teacher. Student teachers are regularly assigned while a number of students enrolled in relevant courses spend time working with the children in the center. Every activity is organized so that the student perceives the child as a learner who actively participates in his own learning. The student is given the opportunity to develop not only beginning management skills in general classroom procedure, but also those closely related with a child's self-management and growth in independence. (The document includes additonal information on the program's budget and evaluation.) (Author/JA)

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THE EDUCATIONAL STUDIES DIVISION

of

RHODE ISLAND COLLEGE

proposes

THE HENRY BARNARD SCHOOL CHILD CARE CENTER

for

A DISTINGUISHED ACHIEVEMENT AWARD

November, 1974

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Submitted by: Lenore A. DeLucia

Dr. Lenore A. DeLucia, Dean

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Summary

The Henry Barnard Child Care Center was established on the Rhode Island College campus in September, 1974. Its main objectives are:

1) To provide a comprehensive quality day care program for young children.
2) To serve as a model and resource for existing day care centers within the state.
3) To provide specifically designed laboratory experiences for undergraduate and graduate students preparing for careers in early childhood education.

Fifteen children are enrolled in the center which is open daily from 8:00 a.m. to 4:00 p.m. It operates on a calendar year identical with that of the campus laboratory school. The permanent staff consists of two full-time professionals with one delegated as head teacher. A partial listing of ancillary personnel indigenous to the school who provide services to the center include the nurse, librarian, counselor, and resource teacher. Student teachers are regularly assigned while a number of students enrolled in relevant courses spend time working with the children in the center.

Because the student teachers spend part of their experience in a child care center, it is felt that they receive a truly developmental orientation to education. Students have innumerable opportunities to witness the relationship between the cognitive and affective realms and to observe how these mutually support and reinforce each other. Every activity is organized so that the student perceives the child as a learner who actively participates

in his own learning. The student is given the opportunity to develop beginning management skills not only in general classroom procedure, but also in those closely related with a child's self-management and growth in independence. Because the student teachers are part of a team effort, they share in the joint planning of a program which permits and supports the coexistence of more than one valid approach to teaching young children.

THE CHILD CARE CENTER

Description and Development of the Program

The Henry Barnard Child Care Center was established in September, 1974 as a result of an extensive study by the Rhode Island College Day Care Committee. Delegated to investigate day care services currently available in Rhode Island, this joint committee from the campus school and college made specific recommendations and possible suggestions for immediate and future implementation. These included expanding the teacher education program in early childhood to encompass the day care setting, and to provide supportive services to professionals and para-professionals in existing centers.

Since the program was to be housed in the Henry Barnard Campus Laboratory School, a committee included representatives of their early childhood faculty. In September, 1973, it began immediate preparation of program description, population, staffing, space and equipment. Accruing from this committee's efforts certain program parameters were effected at its inception in September of 1974.

Basically, there is no special selection process except that the child is expected to function in a normal day care situation. Handicapped children are included. The center population of three and four year olds is representative of the community and analagous to that of the campus school. Of the fifteen children, 20% are black, 20% are faculty and 60% are considered general population. All are selected after interview by date of application. Operating on a calendar year identical with that of the school, the center is open daily from 8:00 a.m. to 4:00 p.m.

As an extension of the home, the center delivers both educational and social services to parents and children. A concerted effort is expended to enable children to understand that their entire lives are integrated - that learning experiences in the home and school are relevant to each other and mutually supportive. To help develop awareness of the need for oneness in school and home in the total caring of the child, the center aims to cultivate and strengthen understanding of:

1) the child's educational, emotional, physical and nutritional needs.
2) the parent's opportunities to assist children with learning experiences.
3) the wide variety of activities designed to help children develop images of themselves as competent, respected persons.

Staff at the center believe that a reasonably flexible regimen, allowing freely adaptive responses, and relatively informal life experience allows spontaneous voluntary interactions which are more conducine to children's learning than any number of didactic lessons. Multi-sensory experiences are designed to give the child an opportunity to discriminate and grow in his ability to make satisfactory choices. Constant admonitions not only complicate their learning but actively inhibit the developing self-directive coordination of which they are capable.

While the curriculum provides considerable latitude and in a sense is open-ended, it is not devoid of structure. It is the result of serious pre-planning with continual follow-up and evaluation. By making it possible

to design and re-design space and equipment, an environment for children is created which encourages free and visible expression of feelings and understandings which they bring with them. Teachers are also freed to interact dynamically with the children's feelings and understandings, thus aiding human growth and development - socially, physically, emotionally, and psychologically. An overall objective of the program is to facilitate the growth and development of a competent child, and this supports the principle that while appropriate language, communication, and other educational skills are taught, precedence is given to the well-being of the whole child.

Objectives

Objectives of the child care center are:

1) To provide a comprehensive quality day care program for young children which:
    a. serves three and four year olds.
    b. serves handicapped.
    c. provides equal opportunity for all groups (economic, cultural, racial) to utilize the service.
    d. provides opportunity for parents to participate as fully as possible in the program
    e. utilizes supportive services, nutrition, educational programming, medical and dental health, psychology and mental health, and others.

2. To serve as a model and resource for existing day care centers within the state and provide services through:

    a. curriculum - materials - observation.

    b. consultation.

    c. in-service and pre-service programming.

    d. modeling and exchange of staff.

3. To provide laboratory experiences for undergraduate and graduate students preparing for careers in early childhood education. Experiences are specifically designed to assist:

    a. concepts students who are establishing a methodology base.

    b. student teachers who are developing operational skills.

    c. graduate students who are interns in education.

Personnel

Two full-time professional staff are assigned to the center. One is delegated as the head teacher, who is also responsible for general administration of the program. Four full-time student teachers per semester are assigned to the center, two to each eight week block. The center also receives part-time services of an aide, and many ancillary services offered by the school such as the nurse, counselor, resource teacher, librarian, secretary, cook, cleaning help and others not enumerated.

Budget

Expenditures:

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| Personnel - two full-time professional staff | $23,000 |
| Operational costs - materials and supplies | 1,000 |
| Capital outlay - equipment | 1,000 |

Income:

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| Annual tuition charge per child | $ 600 per year |

The budget for the Child Care Center is integrated with the budget for the Henry Barnard School. In addition to the expenditures listed, there are many contributions to the center in the form of facilities and services. Facilities consist of room space with furniture and equipment which are complemented with attendant services of heat, lights and telephone. Other ancillary services have already been listed under personnel.

Contribution to the Improvement of Teacher Education

By expanding the teacher education program to include experiences with three and four year old children, early childhood students receive more of a truly developmental orientation to education. They share in and plan for a child's total day which includes, play, meals and rest. Responsibility in all these areas heightens a student's sensitivity to the developing child's needs and strengths, fluctuating moods and emotions, and his struggles with dependence vs. independence. In addition, students are expected to assume many roles and postures as part of a team effort in the child care center.

Evaluation

The Center on the college campus attempts to provide a high quality model day care program. Equally important is the added dimension to the teacher education program which will influence existing day care centers. Rhode Island College graduates will enter these centers as certified professionals. Information as feedback from these centers will clarify problems and areas of need. Knowledge eminating from this vehicle of exchange can be utilized by the College to formulate changes in teacher preparation. Local centers can benefit from the exchange by receiving consultant services. By improving the quality in local centers, the College will be instrumental in creating better environments for young children and in more productive placement of its graduates.